

# SILENT



# WORKER.

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NO. 4

Written for THE SILENT WORKER.

## THE DEAF OF ONTARIO.

First Attempts to Educate Them—The School at Belleville and Its Present Efficient Superintendent.

THE first attempt to educate the deaf of Ontario was made by John Barrett McGann, a highly intelligent and benevolent gentleman. In 1858, he opened a school in Toronto, and though encountering many difficulties, and being at considerable personal expense, he continued his good work until he succeeded in raising public sympathy and interest on behalf of the deaf of Ontario.

In 1864, he removed his school to Dundurn Castle, Hamilton. Here he met with greater success and through his means the Provincial Government was induced to legislate in behalf of the deaf of Ontario. A large tract of land was purchased along the shores of the picturesque Bay of Quinte, in the immediate vicinity of the city of Belleville, and on it was erected a fine set of buildings to be known as the Ontario Institution for the Deaf and Dumb.

On October 20th, 1870, the school was formally opened by Lieut. Governor W. P. Howland. Only three pupils put in an appearance on the day of opening, but before the end of the session 100 had availed themselves of its advantages.

W. J. Palmer, Ph.D., a well known educator of the deaf, was appointed Principal of the school with Mr. McGann as one of the teachers.

The grounds on which the Institute, residences of the officers and the out-buildings are erected embrace an area of eighty acres. The whole is surrounded by a picket-fence, and about fourteen acres in the front of the main building are planted with trees of various kinds, and constitute a very handsome park and lawn, in which the pupils of the Institute may disport themselves at pleasure. The main structure, though not as highly

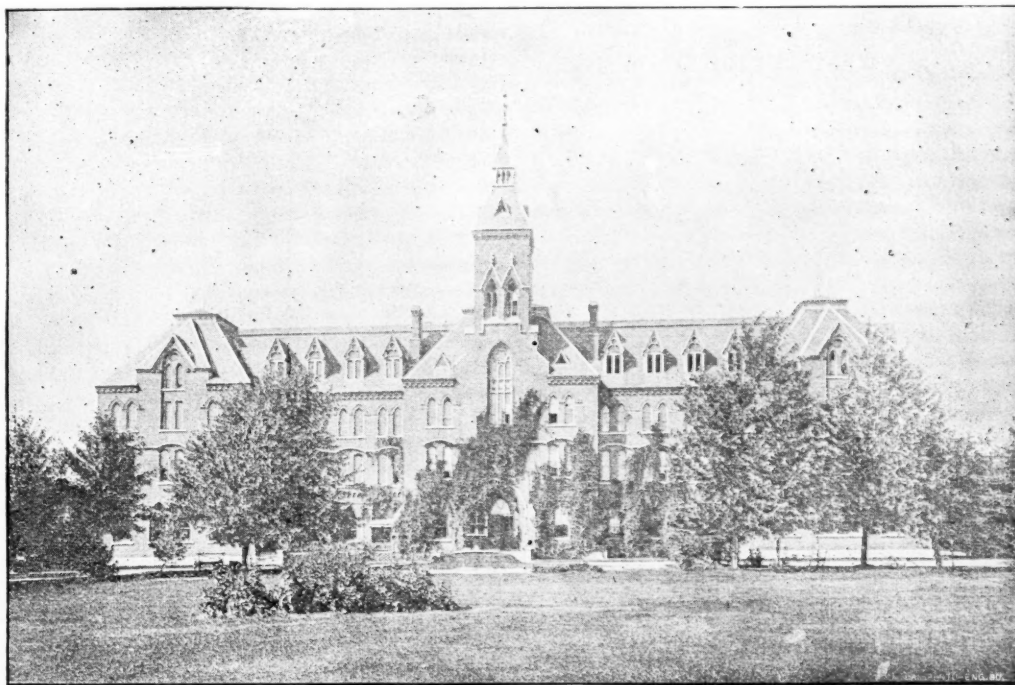
ornate, perhaps, in its architectural design as some other public buildings in the Province, is, however, a very commodious one, four stories high, with mansard roof and three entrances in front, each of which is approached by means of granite steps. This building, as well as the Superintendent's residence, and, indeed, the whole of the grounds in front, commands a magnificent panoramic view of the beautiful Bay of Quinte. In the rear of the buildings are the vegetable and fruit garden, the farm buildings and that part of the land which is adapted

appear like a handsome continental villa with its surrounding park.

The aim of the Institution throughout is eminently practical, the object being to furnish the pupils, who would otherwise be excluded from easy communication with their fellow creatures, and from the ordinary pursuits of life, with speech, where possible, and in other cases with a facile substitute; with, at least, the rudiments of an education, such as will enable them to transact ordinary business, and, finally, to train them in such industrial pursuits as come

making, sewing, knitting, the use of the sewing-machine and such fancy work as may be desirable. An Institution paper, the *Canadian Mule*, is set up, and a great deal of the matter for its columns supplied by the pupils, and is, typographically, a neat publication, issued fortnightly. An inquiry as to the occupations followed by former pupils elicited the information that many of them were engaged as portrait painters, crayon artists, fresco-painters and decorators, teachers, wood-engravers, wood-carvers, printers, lithographers, painters, shoe-

makers, factory shoe-makers, moulders, book-binders, carriage-makers, spinners, bakers, sail-makers, farmers, machinists, brick-makers, mill hands, tailors, negative retouchers, cigar-makers, seamstresses. This is an excellent showing, evidencing the fact that the deaf can, and do, adapt themselves to the various occupations in the country. It is not pretended that these trades or avocations have all been taught at the Institution, but the industrious habits were formed and preliminary training secured by the operators while at school which enabled them to succeed



ONTARIO SCHOOL FOR DEAF-MUTES, BELLEVILLE, CANADA.

for agricultural purposes; the latter is not large, however, owing to the area in front set apart for the lawn and park, and another portion in the rear being devoted to the play-ground, on which the boys amuse themselves during their leisure hours with all kinds of athletic sports. There are buildings also in the rear for a printing office, laundry, bakery, boiler-room, and on the left store-rooms and additional dormitories for the larger pupils, workshops for the trades taught, besides residences for the sub-heads of the departments. The Superintendent's residence is near the main building, and is a handsome though not very large, but convenient, two-story brick building with necessary conveniences. Taken as a whole, the large and smaller buildings, when viewed from a distance,

within their ability, and which will enable them to earn a comfortable livelihood—in short, to transform a helpless class into happy and useful citizens. That this is being accomplished may be concluded from the results of the examinations required by the Government at the close of the session each year. All deaf-mutes between the age of seven and twenty, not being deficient in intellect and free from contagious diseases, who are bona fide residents of the Province of Ontario will be admitted as pupils. The regular term of instruction is seven years with a vacation of nearly three months during the summer of each year. At the present time the trades of printing, carpentering and shoe-making are taught to boys; the female pupils are instructed in general domestic work, tailoring, dress-

after leaving.

ROBERT MATHISON, M.A.

One of the most popular Superintendents of Schools for the Deaf in this country is Robert Mathison, M.A., the Superintendent of the Ontario School for the Deaf, and it affords us much pleasure to be able to present our readers this month with his portrait.

It is now fifteen years since Mr. Mathison entered upon his duties as Superintendent of the Ontario School and during that time he has proved himself to be the right man in the right place. Very few can compare with him in executive ability, policy and tact in the administration of the affairs of an institution. The Ontario Institution has flourished in all its departments under Mr.



ROBERT MATHISON, M.A.

Mathison until it is now one of the leading institutions in this country. The National College at Washington, D. C., recognized Mr. Mathison's educational ability by conferring upon him the honorary degree of M.A. in 1893.

Mr. Mathison takes an active part in the proceedings of all the conventions of principals and teachers of the deaf. His genial manners and pleasant social bearing win for him a place in the hearts of all those with whom he comes in contact.

Previous to his connection with the Ontario School he won a name as editor, at different times, of some of the largest daily newspapers of Ontario. He is known throughout Canada as an able and fearless writer.

We hope Mr. Mathison may be long spared to the profession of which he is such a bright and shining light, and that the Ontario Institution may long enjoy his wise and skilful management of its affairs.

Written for THE SILENT WORKER.

#### DAVID BALLIN.

THE death of Mr. David Ballin, on the 1st of last November, removed one of the best known and most popular of the deaf-mutes of New York City.

Mr. Ballin was a native of the ancient free city of Frankfort-on-the-Main, Germany. An attack of scarlet fever in infancy deprived him of hearing, but, being sent to an excellent school for the deaf in his native country he acquired a good common school education before reaching the age of fifteen. He was then apprenticed to a lithographer and when he had finished his time he was not only a first-class workman but, with the fine eye for effect and the deftness of touch which have been hereditary in his family for some generations, he had some claim to rank as an artist. Although he never received instruction in portraiture, he executed from life a very successful drawing of his mother when he was 16 years old. When he was twenty-two years old he came to America, and the very

next day after landing from his tedious two-months voyage, he secured employment as an engraver although he did not know a word of spoken or written English. His work spoke for him.

He was for many years in the employ of the firm founded by the father of ex-Comptroller Heppenheimer of this State, who valued his services highly and with whom his relations were of the pleasantest. Afterwards he went into business for himself and for a number of years conducted his affairs with success, retiring from active business as he felt the weight of advancing years. As he found his hand and eye less skilful on the approach of old age, he was unwilling to keep on and do work which he felt was not up to his own high standard. But he never was idle a day for lack of customers for his work.

Being industrious and frugal as well as skilful, he was able to support his family in comfort and to give his children the advantages of thorough education. His oldest son went



DAVID BALLIN.

through college and after his graduation took up a business career, for which he showed unusual talents. With his father's technical skill and his own skill in management, the firm built up an immense business in fine lithographic work, but his early death in 1888 broke up the concern.

Albert, Mr. Ballin's second son, is deaf and is a graduate of the New York Institution for the Deaf and Dumb. Evincing a talent for art at an early age, his father encouraged his inclinations, and after some years of study abroad, during which he not only made rapid progress in his professional studies, but enriched his mind by observation of men and manners and by mastering the French and Italian languages, he returned to New York, where he is successfully practising his art as a painter. He married an accomplished hearing lady and is the father of a lovely child. Mr. Ballin's only daughter is an accomplished musician and linguist and presides over a charming home in Washington, D.C., which is enlivened by the presence of two bright boys. Mr. Ballin will be remembered by those who, some years ago, were in the way of attending gatherings of the deaf in New York as a tall, spare

man, with much energy of movement and gesture, cheerful and warm-hearted. His faithfulness and integrity were never questioned, and to those who had any claim on his affection or sympathy he was generous and open-handed.

His health began to decline rapidly last summer, and for several months he had been confined to the house by the disease (pulmonary consumption) which proved fatal to him.

The end came peacefully at three o'clock in the morning, when a good man and a useful citizen passed

"To where, beyond these voices, there is peace."

W. J.

#### LAUGH.

There is absolutely nothing that will help you to bear the ills of life so well as a good laugh. Laugh all you can. If the clothes-line breaks, if the cat tips over the milk and the dog elopes with the roast, if the children fall into the mud simultaneously with the advent of clean aprons, if the new girl quits in the middle of house-cleaning, and though you search the earth with candles you can find none other to take her place; if the neighbor in whom you have trusted goes back on you and keeps chickens, if the chariot wheels of the uninvited guest draw near when you are out of provender and the gaping of an empty purse is like the unfilled mouth of a young robin, take courage if you have enough sunshine in your heart to put a laugh on your lips.—*Chicago Post.*

#### A BABY'S REFLECTIONS.

I am a very little baby,  
Little face and hands and feet;  
And my mama says she never  
Saw a baby half so sweet.  
It is nice to hear them talking,  
In that way, but I can see  
Oh, a lot of little babies,  
Who all look and laugh like me.



When I look out of the window  
There's a baby in the glass,  
And she waves her hand as I do  
To the people as they pass,  
When I put out hands to touch her,  
And to pat her on the cheek,  
She will look and act as I do,  
But she'll never, never speak.

There's a baby in the mirror,  
There's a baby in the spoon,  
And there's one in front of mama  
When we play a little tune  
Those are very funny babies,  
Where I go they always come,  
But I never hear them talking  
So I guess they are deaf and dumb.

—Selected.

#### THE FORTUNE TELLER.

She stood in the weird first twilight  
By the fire of the gypsy camp,  
Surrounded by shadows half startled  
By the crackle of horses' tramp:  
New England, blue-eyed and slender,  
And Italy haggard and fell:  
The past had been spoken—the future  
Whose ominous lips should foretell.

"My husband," she blushed, "Shall I see him  
Ere the maples turn into gold?"  
"Your husband," she pondered, "your husband,  
Ere olives are picked you behold:  
His face is handsome and manly,  
His hand has the grasp of a king:  
Ask not beyond this for the harvest,  
Know only how fair is the spring."

"In palace or cottage or castle,  
In city or town shall we live?"  
"Ah, daughter, you ask of the future  
More than you wish I should give.  
If the hand that shall guard and protect you  
Has love in its press, ne'er complain;  
Your hours shall be sweeter for dreaming,  
Though your castle's—a castle in Spain."  
—Charles Knowles Bolton, in *Ladies Home Journal*, Dec., 1892.

#### AS GOOD AS HEARING WITH HIS LEGS.

The novelty of a telegraph operator who can scarcely hear a locomotive whistle working day after day at his instrument is one of the marvels presented in a telegraph station near this city. The man is about twenty-eight years old. He has been deaf since he was about three years of age as the result of an attack of scarlet fever.

Being so extremely hard of hearing, the child's sense of touch was developed to the degree usually possessed by blind persons. The slightest tap upon a table or upon a wall, the rolling of a wagon wheel along the street, and all similar sounds are conveyed to him by the consequent vibrations.

When about twelve years of age he undertook the study of telegraphy. Being a favorite with the operator at his home, he was given the run of the office. All the mystic signs, dots and dashes of the profession were explained to him. Day after day he could be seen sitting at the table with his knee pressed against it or resting his elbow upon it. He was literally feeling the message as they were ticked off over the wire. Being naturally quick, it was, but a short time until he was able to correctly read any message coming into the office. Sending came just as easy and to-day after sixteen years service at the key and sounder, he is just as fine an operator as there is in the country. Of late years his hearing has improved to such an extent that he can easily hear the sounder, but the old habit of listening with his knee or elbow still clings to him, and that is the way all his messages are read.—*Pittsburg Commercial Gazette.*

There are two things which will make us happy in this life, if we attend to them. The first is, never to vex ourselves about what we can't help; and the second, never to vex ourselves about what we can help.



## NEW YORK LETTER.

Spoken Language—The Late Football Games—Christmas and the Dying Year—Welcome 1895.

[Subscriptions to THE SILENT WORKER may be sent to Robert E. Maynard, 20 Terrace Place, Yonkers, N. Y. He will also supply other information relative to the paper upon application.]

There was a time in the history of the world when all problems and disputes were settled by the sword—when right and might meant but one and the same thing. The pen, in the minds of civilization to-day is mightier and is regarded as the governing power of the world. But besides the pen and sword there is the tongue. This is the power behind the throne. After all, what is written is but the echo and reflex of what is spoken. It is the human faculty for good or ill and its communications pass from mind to mind; cheap talk is passed over as unworthy of serious consideration, mere words are dismissed as nothing.

So long as language is the communication of ideas men will influence one another. Oralists must well know the spoken language has a vividness, a dramatic effect, compared to which written language is cold and tame. A responsibility lies in the use of spoken language, a responsibility it shares with the exercise of every other faculty, but of which the vast number never dream, much less never think. It requires a training, a moderation and control that only exceptional characters possess.

Since the hearing have irregularities in their speech, and are aware of such, they are often embarrassed. Think of the deaf-mute—he is not able to hear his own voice, how greater still his chain of trouble. If a deaf-mute has not confidence in himself to make himself understood among strangers, that confidence betrays the quality of his training. The oralists, in competition with the combined method schools, know very well the relative merits. But I do object to the continuance of schools that will teach its pupils *solely* by the *pure oral* method, whereas, upon graduation, those very same pupils will find themselves unable to converse with the hearing people and not even with the vast number of deaf-mutes they will meet in daily walks. It is a crime to teach anything that will not be beneficial after they leave school. It was with tears in his eyes that a young mute, a graduate of an oral school, came to me and told a tale of woe. A few months after he graduated from school he found it so difficult to converse with his friends by spoken language that he refrained from meeting them. His vocabulary was very limited. What little he had to say was communicated by means writing and also his written language was marked by those deaf-muteisms so often charged to pupils of the combined method schools. His case

was particularly sad. It was a crime to keep him at an oral school all those years while his teachers knew they could not impart their doctrines to him with success. But so bitter is the rivalry that schools will, for the sake of numbers, not for quality, sacrifice the pupils' future for the sake of keeping him from the combined method schools.

\* \* \*

There should never be a feeling among pupils that they are at liberty to shirk their work. The man who always tries to be worth more than he actually gets, is the man who will end life as the partner in the concern, or some day he'll have a concern of his own. A man who never forgets the interest of his employer, who is always watchful and ready to do, to the full extent of his ability, whatever he can to advance the interests of the concern for which he works, is the man who cannot and will not be spared from the enterprise. Faithful devotion and honest labor are generally appreciated and should be rewarded. And the best time to learn to successfully cope with the requirements of the world is in the school days of your youth.

\* \* \*

Strong impulses often blossom out into hasty and daring deeds. Passion cannot be controlled except by the will of the afflicted. Passionate love is capable of great and sudden self-sacrifice. Fierce anger brings forth the hasty blow. Compassion prompts one to kind deeds and cruel ridicule is due to the love of fun. We can and we cannot say that these sudden impulses are due to a strong or weak will power or fixed purpose. The intellect should be brought into use and a strong effort is demanded to exercise a restraining force upon all such impulses as tend to evil, while indulging those which ennoble our nature.

\* \* \*

The late foot-ball games between Kendall and Mt. Airy and Kendall and Fanwood have demonstrated that the sport has taken a hold in the hearts of the pupils, students and faculties of the three institutions. The games were marked by clean, gentlemanly playing and the Kendalls have proved themselves superior in more ways than one. From our point of view it would appear that the Fanwoods are by no means a soft team. They gave the doughty collegians a hard tussle and one they'll long remember. That little pigmies were able to score 6 points to the Kendalls 20, goes to show how close the game might have been had the rush line of the New York boys been a little bit the equal of the Kendalls. While weight forms an important factor in the game, tackling and interference speak the louder. In tackling I believe the New York boys can be given the palm. The Kendalls

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lost the ball on several occasions on account of inability to gain enough ground, the tackling being at these points fine. The mistake of the Fanwoods lies in the fact they tried too hard in the first half to out-run the collegians with the result that they lost as much ground as they gained. Had they realized the strength and weight of their opponents in the early stage of the first half they might have held the score the down to 14 to 6 had they played on the defensive. A kicking game might have saved the day for them. No amount of "ifs" and "buts" can alter the result. The Mt. Airys were not the equal of Fanwood by many points, but under a skillful coach they may in a year or two develop a tolerably good team. So long as the Kendalls play the college elevens in and about Washington, thereby gaining experience and many points on the game, they will continue to prove themselves victors every year, but this is only apparent when the Fanwoods and Mt. Airy's play minor teams and gain nothing thereby.

Let the three institutions give winter entertainments, the proceeds to go to a special fund for expenses in forming a league between the teams of the three seats of learning.

\* \* \*

Christmas comes but once a year, and it is the season of good cheer. Instead of being on the wane, the anniversary of the birth of Jesus Christ seems to be taking more firm a hold on the people of the civilized world. It shows that civilization both in the higher and even down in the lowest society honor and love His name. The various places of worship have special sermons and music, and churches are bedecked with appropriate greens.

But perhaps no season of the year is welcomed by the children more than Christmastide. Pupils of our institutions count the days between Thanksgiving and the time when they shall leave for their homes. Those pupils who live too far away and those who have no home will not want for good things and kind words. Their sorrowful hearts will be replenished by glad tidings of great joy and their star of glory will shine with increasing lustre.

Merchants and shop men herald the approaching season a good long time in advance. The windows of the stores dispel the routine display and toys, dolls, things likely to suggest Christmas gifts are there. The surging crowds of shoppers are served with

difficulty; humor and pathos abound in the crowds and many find it necessary to shed tears at contrasts that strike kind hearts so appallingly..

Following up Christmas by a few days comes that the New Year. Welcome, 1895! We have heard your bugle blast from afar. We are prepared to welcome in the new infant with feelings that he may help to improve our condition. Eighteen hundred and ninety-four did the best he could possibly do, yet we find in this blessed country thousands clamoring for the necessities of life. Let us pray, with the help of the Divine Being, that their sufferings may be healed and their wishes gratified with abundance of work and good cheer.

\* \* \*

The ball of the Fanwood Quad Club held on December 5th, last may be safely called the greatest social success of the last ten years in deaf-mute social circles. Its management was fine and everything passed off smoothly and not a hitch or unpleasantness such as usually characterizes these affairs, given by the hearing people also, marred the evening's enjoyment. Financially too it was a greater success than expected. About 500, of whom about fifty were hearing people, graced the occasion with their presence. The ball will long be remembered by those who attended.

INFANTE.

### THY FRIEND.

Thy friend will come to thee unsought,  
With nothing can his love be bought,  
His soul thine own will know at sight,  
With him thy heart can speak outright,  
Greet him nobly, love him well,  
Show him where your best thoughts dwell.

Trust him greatly and for aye:  
A true friend comes but once your way.  
—*Indianapolis Journal.*

From our perusal of the *Silent Worker*, we judge it to be a well-edited paper. Also, we think it of sufficient size to abandon the common "newspaper" form and adopt the more dignified appearance of a journal or magazine.—*The Signal.*

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The October number of *The Silent Worker* is deserving of special mention. Do not fail to read the first article, entitled "Douglas Tilden."—*The Signal.*

### BE SURE

and buy your clothing at the **American Clothing & Tailoring Co.**, 3 East State St., cor. Warren. Clothing to order if desired; pants to measure, \$3, \$4, and \$5. Coat and vest, \$10. and up to order

## INDUSTRIAL DEPARTMENT

Conducted by G. S. Porter.

THE object of this page is (1) to give our readers an idea of how deaf persons get along in life after they leave school (2), to show that they are self supporting and industrious (3), that it pays to give them an industrial education and (4) to encourage and inspire others to strive and imitate the example set by those who have risen above their condition—deafness.

All who have read the accounts of Humphrey Moore and Douglas Tilden in the SILENT WORKER must have felt a desire to be like them, to rise, to excel in their work—whether it is in blacking boots or painting a picture on canvas.

Every month the name of some ingenious deaf person is recorded in this page. It may be an invention, some improvement or some useful discovery; again, it may be some feat of skill in some special employment. Every bright star added to the constellation of our deaf world is welcome, thrice welcome. It reflects credit on the deaf as a class and wins public confidence and admiration.

How disgusting it is to see the deaf pulling down the deaf. If one of our number has reached the pinnacle of success, why seek to pull him down, why rob him of his well earned glory in order to get above him? But such is the baseness of human nature! More dishonorable still is it for a person in full possession of his senses, to take advantage of a deaf man, if in business, to try and wreck his business; if holding an enviable position, to use dishonorable means to deprive him of that position, in order to secure it himself. Now and then such things do happen. Can anything be more contemptible than that?

Tapestry weaving as a new art, says the Boston *Globe*, is being introduced into this country and six looms are already in operation. The artisans are imported from France, and among the most skilled is Mlle. Foussandier, the lovely young deaf-mute daughter of the master workman. She weaves with deft artistic fingers that astonish older workmen.

Four of the instructors in the Industrial department of the Indiana Institution have recently received "Diplomas of Honorable Mention" from the Board of Lady Managers of the World's Columbian Exposition for the part they took in the production and perfection of the exhibit of that Institution. The *Hoosier* says

that Institution took the highest award given any school for the deaf and was one out of three which received an award. The honor was wholly unexpected by the instructors who received these "Diplomas of Honorable Mention," and of course it was appreciated.—*Record*.

Miss E. R. Taylor, principal of the Portland, Me., school, has made arrangements for the older boys to enter several of the factories in the city to receive instruction in the various trades taught there. The pupils spend about three hours each day at work. The school has no industrial department and Miss Taylor deserves a great deal of credit for this arrangement. It must be admitted that results will not equal those obtained where carefully selected instructors are employed to teach pupils. The busy foreman in a factory has not the time to give, and in most cases will lack the inclination to spend much time with deaf boys placed under him. But it is a great deal better than nothing, and Miss Taylor deserves praise for her work.—*Western Pennsylvanian*.

The agitation continues in the United States in favor of the establishment of a National Technical School for the Deaf, where pupils from the various State schools could complete their industrial education. It is felt that the State institutions do not give an opportunity for a boy to become a complete master of his trade, since, as a rule, only a short time each day is spent in the industrial departments, which are made subsidiary to the regular school-work. The project for such a National Institution is a good one and it is hoped it will be carried into effect. The Ontario Institution provides a post-graduate industrial course, as do also a few of the State Schools for the Deaf; but in many cases even in these schools there are not sufficient facilities provided for a thorough training for any considerable number of pupils.—*Canadian Mute*.

The following taken from the *Silent World* will prove interesting to those interested in the industrial accomplishments of the deaf:

One day in May, 1820, the venerable Bishop White, of the Protestant Episcopal Church, was passing the corner of Fifth and Market streets, Philadelphia, when his attention was attracted by a crowd, and approaching, he found it gathered about a boy who was seated on the sidewalk drawing pictures with a bit of crayon. With him was a man who, on being questioned, said that he and his young charge were both deaf and

dumb. Application was made for their admission to the Pennsylvania Institution for the Deaf and Dumb, which had just been opened, and of which Bishop White was President. The oldest of the two asked to be allowed to go to Richmond to attend to some business, and permission being given, departed, and was never again heard from. It was, however, ascertained that he was an impostor, who had kidnapped the boy with the expectation of being able to live on the charity excited by his misfortune. Every effort was made to learn the child's history. A clue was finally given by the boy himself, in a drawing of the town where he had lived, which was finally located as Steubenville, Ohio. It was then ascertained that the boy, whose name was found to be Albert Newsam, was the son of a poor boatman who had been drowned in the Ohio river, and that he had been raised by a kind hearted gentleman who had taken pity on him and from whom he had taken by the impostor before spoken of. No relatives claiming him, he became the protegee of the school.

Newsam remained in the school six years. He was forward in all his studies, but devoted every spare moment to drawing, and his talents finally attracted the attention of Colonel Childs, a well-known engraver, who took him into his office. He became quite a successful engraver, but relinquished this occupation to take up lithography, which had just been introduced into the United States. His name is indelibly associated with the rise and progress of the art in this country. He received numerous important commissions, and his name became known throughout the United States and Europe. He was for years the principal artist in the large lithographing establishment of Mr. Duval in Philadelphia. He was a familiar and welcome visitor in the studios of the best artists in the city. He was especially good on portrait work, and many of his portraits of eminent personages now command a high price from their rarity and excellence. Among his best works is a portrait of Bishop White, his benefactor, which still hangs on the walls of the Pennsylvania school. He made some important contributions to the celebrated Catlin Indian Portrait Gallery. Many copies of his works were preserved by the successors of the firm that employed him, who valued them beyond price until a few years ago, when, I believe, they were all destroyed in a fire.

It was in lithography that he made his name and his money. His work in this line has, by common consent, never been surpassed. He also did some very creditable work in oils, water colors and crayons. It is related that he once presented a crayon portrait for admission to the Artist's Fund Exhibition, and that it was refused because it was mistaken for an engraving.

In 1883 Newsam presented to the State legislature, through a member of the House of Representatives, a number of his lithographic drawings, as an acknowledgement of the benefits conferred upon him through the school for the deaf. The legislature appointed a special committee to convey to Newsam their appreciation of and thanks for the gift, which they did in a letter containing the following: "These prints have justly excited the admiration of all who have had an opportunity to examine them. In the opinion of the committee they will not suffer by a comparison with

the productions of any artist in the world. As Americans, we feel a pride and pleasure in contemplating them as the bright trophies of that victory which the talents and industry of our country, under the auspices of our benign institutions, can always achieve over the apparently insurmountable obstacles of indigence, misfortune, and even nature itself."

Newsam married a hearing woman, but the union was not a happy one, and was soon dissolved. He died from progressive paralysis in 1864, when 56 years old.

### INDUSTRIAL NOTES.

Our Deaf In The World of Labor.  
(From all Sources.)

—Mr. John P. Detweiler, of Danville, Pa., is a successful watch-maker.

—Ben. F. Round is publishing the Register in Akron, Iowa.—*Exponent*.

Jacques Loew has received a diploma of merit from the World's Columbian Exposition authorities, it being awarded him for his excellent work on leather novelties.—*Exponent*.

—W. G. Pownall has painted a huge canvas representing a scene along the Hudson River used in the play of Rip Van Winkle at the Hall of All Souls' Working People's Club, Thursday evening, October 8th. Mr. Pownall is an artist of considerable merit although his work is confined chiefly to productions in stained glass. He has ready for the kiln a beautiful window to be put up in All Souls' Church.—*Silent World*.

—The University Library at Gottingen, containing more than half a million bound books and five thousand manuscripts, ranks as one of the most complete and best arranged libraries in Europe. By royal appointment the late Augustus Reinbold was made librarian of this great library in recognition of his ability and monumental learning. Although Reinbold was born deaf, he graduated with distinction from the deaf-mute school at Hildesheim. Being an expert lip-reader, reading the lips of public speakers with facility, and a master of stenographic reporting, he studied in both Bonn and Gottingen Universities, and achieved distinction in Philosophy, Philology, Ancient and Modern History, Mathematics and Natural Science.

Reinbold's administration of the library fully justified the confidence reposed in him, but his intense and unremitting attention to duty resulted in his untimely death at the age of twenty seven years.—*Abridged from Blickie in Die Welt des Schweigens, etc.*

—Chas. J. LeClercq has shaken off the dust of this wicked city and gone to Williamsport, Pa., where he will stay for months or years. It all came about this way. The editor of *The Grit*, of that city, which claims a circulation of 75,000, came to town in search of an artist and engraver. At three different places he was referred to Mr. LeClercq, and finally called upon him with the proposition that he come out to Williamsport. Mr. LeClercq declined, as he was doing very well here. "Name your price, then," said the editor. It was named and finally accepted. The editor wanted one artist and one engraver, but as Mr. LeClercq was good at both, he alone will get the double position and the double salary, and as *The Grit* is a semi-weekly paper, Charley will not have to work hard either. Mr. LeClercq is a firstclass artist, and his services have always been in demand. There are few men like him who can master several branches of art, and he is entitled to all due credit and recompense.—*"Ted," in Deaf-Mutes' Journal.*



## TEACHERS' MEETING.

The monthly Teachers' Meeting was held on Friday, Dec. 7th, at 3 o'clock P.M. The first question discussed was: "How to develop the descriptive and narrative powers of pupils." Miss Dey said that she often selected for practice with her class a process of some kind as, for instance, that of cutting and marketing timber. She brought the scene before the class by talking about it and by rough sketches on the black-board, then she gave, orally, directions to pupils to perform each of the many actions involved, in their order. As each action was performed she would see that the pupils could describe it correctly. After the whole course was finished she would have them write out the story. She found this useful in teaching them to think in connected order.

Miss Bunting said that, in order to accustom her pupils to recognize the meaning of descriptive language, she will often send a pupil out of the room and in his absence will have the other pupils write out a description of some person or object, calling on the pupil who has been out of the room to read the description and to tell who or what it is that is described.

Miss Florence Brown said that she asked questions about a subject in such an order that the answers made an adequate description of it.

Miss Edith Brown and Miss Bunting spoke of the importance of training the child to notice and record the qualities of an object, etc., in a regular order.

Mr. Jenkins said that a person's ability to give a good description will depend, 1st, on his power of accurate observation, and, 2d, on his command of descriptive language. The power of observation is cultivated, in our younger classes especially, in many ways. The work in color, form, size and number, conducted by sight, and the training of the sense of touch in estimating size, shape, texture and hardness, are valuable in this way. Several of the teachers have rightly given much importance to teaching a connected order in description of any thing.

In addition to what has been said in this line, the arranging of pictures illustrating a story, in order, is a help. Then if a pupil gets any thing out of its proper place a reference to the picture will make the mistake apparent to the pupil.

As subjects of study for subsequent description, animals and plants have an advantage over unorganized objects, as they have the possibility of growth and development, and their structure and habits show often a very curious and interesting adaptation to their environment and their needs. The outline of Nature Study by Miss Hewitt of the State Normal School, published in the SILENT WORKER for November and December, may be examined with profit by teachers of the

deaf, although they may not be able to go over more than a small part of the course marked out. They will certainly find useful hints.

The next subject taken up was: "How to cultivate politeness among our pupils."

Mr. Lloyd said that while perhaps our pupils were not worse in this respect than other children, there was room for improvement. They need to be taught the customary observances of politeness, and to control their tempers.

Dr. Quackenbos said that he had seen in some schools formal observances taught at great expenditure of time and pains which might have been better bestowed. For instance, drilling pupils to spring to their feet on the entrance of a visitor and to stand rigidly at attention until the signal to be seated was given. He had found the pupils generally disposed to show proper respect to their teachers. Real politeness comes from the heart and is secured when we have brought our pupils to wish to be polite.

Miss Bunting believed in correcting every instance of rudeness or awkwardness as it occurs. Children often err through ignorance. Miss Dey finds it a help to show a rather exaggerated degree of pleasure at any little display of courtesy on the part of a child.

Mr. Jenkins said that he presumed the politeness which is spoken of is that sort of conduct which gives suitable expression to the feeling of kindness and consideration to others. That being so, the important thing to do is to secure the feeling, and the expression will take care of itself; although, of course, the customary and conventional signs of respect have to be learned like any thing else. It should be remembered, too, that the pupil has his rights and is, in his sphere, entitled to respect and to courtesy as well as the teacher is.

The next subject considered was: "Is it worth while to teach calisthenic exercises in our classes, with our short school hours?"

Mr. Lloyd thought that our school hours are so short, the classes are so small, they have so much freedom of movement and the work is so varied, that calisthenic exercises seem hardly worth while.

Miss F. Brown advocated the use of some such exercises for a few minutes at a time.

Miss Dey asked for some useful and simple exercise such as any teacher could use.

Dr. Quackenbos said that very gradual inhalation and exhalation is a very good exercise for the lungs. Care should be taken that the pupil does not do it violently. It should be done in a pure atmosphere and on an empty stomach.

Mr. Jenkins said that, especially with younger classes, he would give a

portion of the school time to bodily exercise even if he had only an hour a day. It is necessary to give relief to the brain. A little child can work its brain actively for only a few minutes in one direction. The task finished, a few lively but methodical movements done by command, freshen the child for another occupation. As to physical culture, that is to be provided for outside of the class-room. A gymnasium and a qualified instructor are necessary for the best results. Still many exercises may be practised with good results with only such supervision as will prevent over-exertion.

## HONORING GALLAUDET.

## A Reception and Supper Given By the Manhattan Literary Association.

The birthday of Thomas Hopkins Gallaudet, which occurred on Monday this year was again celebrated in this city. The Manhattan Literary Association arranged for the celebration. It was held at the Hotel Logeling, 237 East 57th street, between Second and Third avenues.

Whether it was the weather, public diffidence or lack of sympathy in the efforts of the Manhattan Literary Association, I am unable to account for the small attendance. In New York, Brooklyn and near by towns there are about three thousand deaf-mutes, according to estimate, but of this number only about one hundred were present, many of whom were invited guests.

The affair was advertised to begin at 7.30 P.M., but it was nearly nine o'clock when Mr. Theo. A. Froehlich, the President, at the close of a brief address, requested Mr. Thos. F. Fox, a professor at the New York Institution, to read letters of regret from persons who were unable to attend.

Prof. Fox is not a member of the Manhattan Literary Association. The reason he was called upon to perform this duty was because, as Mr. Froehlich stated, the Secretary of the Manhattan Literary Association was not a good sign-maker. The letters read were from Dr. Edward M. Gallaudet, President of Gallaudet College; Dr. Job. Williams, Principal of the American Asylum; Prof. R. P. McGregor, of Columbus, Ohio; Prof. Amos G. Draper, of Gallaudet College, and Mr. W. F. Nuboer, Private Secretary to Dr. Greene, of the Institution for the Improved Instruction of Deaf-Mutes of this city. Mr. Froehlich at the conclusion of the reading of the letters introduced Prof. Thos. F. Fox, as the orator. Mr. Fox delivered his oration in the sign-language, and Mr. Enoch Henry Currier, Principal of the New York Institution for the Instruction of the Deaf and Dumb, read it for the benefit of those present who were not deaf. Mr. Fox must have burned considerable midnight oil at the oration, for it must go on record as being one of the finest orations ever written on Gallaudet, the founder of deaf-mute education in this country, and the hearty applause at the conclusion must have been highly gratifying to Mr. Fox.

Addresses were also made by Rev. Dr. Thomas Gallaudet, Prof. Enoch Henry Currier, Mr. Edwin Allan Hodgson and Rev. Mr. Chamberlain. Each dwelt on the life and work of the man who did so much for the deaf.

Prof. William George Jones delivered in signs the poem on "Gallaudet," which was written by "Howard Glyndon" for the occasion of the unveiling of the Gallaudet statue at Kendall Green in 1889.

The banquet, if such it can be called, followed after the exercises, and the less said about it the better. I do not wish it understood that the Manhattan Literary Association is wholly responsible for this, but experience should have been sufficient to prevent the occurrence of last year and the year before, when things were not what they should have been. This year there was no improvement, more is the pity. Though the deaf attended solely to celebrate, and not to eat, yet they had a right to demand respect. The tables were narrow and the guests were compelled to sit so close together that conversation couldn't be carried on with anything like comfort. The fare, I regret to say, many said was a "skin," and to charge 50 cents per head, for what you could not be tempted to taste, is a robbery pure and simple, and in the future the Manhattan Literary Association should seek other quarters, or give up the attempt of another celebration, and allow some other society to do it. A. QUAD:

NEW YORK, Dec. 11, '94.

## WITH THE CHESS PLAYERS.

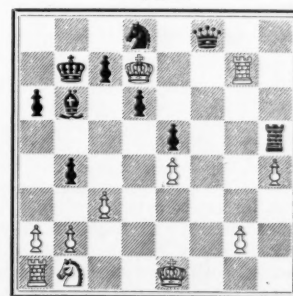
A finely finished game, played by correspondence between the New Jersey School and the Rook and Castle Club, of Newtonville, Mass.

RUY LOPEZ,

WHITE. (Trenton)	BLACK. (Newtonville)
1. P-K 4	P-K 4
2. Kt-K B 3	Kt-Q B 3
3. B-Kt 5	Kt-K B 3
4. P-Q 3	B-B 4
5. P-Q B 3	Q-K 2
6. B-K Kt 5	P-Q R 3
7. B-Q R 4	P-Q Kt 4
8. B-Kt 3	P-Q 3
9. B-Q 5	B-Kt 2
10. Kt-K R 4	P-K R 4
11. Q-K B 3	Castles on Q. side
12. Kt-K B 5	Q-K B
13. K x K Kt P	Kt-K Kt 5
14. Kt x R P	Kt x K B P
15. R-B	Kt x Q P (ch)
16. Q x Kt	R x Kt
17. R x K B P	Q-K sq
18. P-K R 4	P-Q Kt 5
19. B x R	Kt x B
20. Q-R 3 (ch)	K-Kt
21. K-Kt 7	Q-K B
22. Q-O 7	B-Q Kt 3
23. B x B	K x B

Position after Black's twenty-third move.

BLACK.



WHITE.

24. Kt-Q 2	Q-K B 7 (ch)
25. K-Q	Q-K Kt 8 (ch)
26. K-Q B 2	Q x R
27. Q x Kt	Q x R P
28. K-Kt 8	P x P
29. Q-Q R 8 mate	

# The Silent Worker,

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AT THE

## New Jersey School for Deaf-Mutes.

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The Silent Worker is not responsible for opinions expressed by correspondents on educational or other subjects.

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TRENTON, N. J.

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DECEMBER, 1894.

### TO PARENTS.

Pupils whose parents desire it will be allowed, as usual, to go home for the holiday recess, from December 21st, 1894, to January 2, 1895.

Parents who wish to take their children home for the recess will please write the Principal at once, enclosing the amount necessary for fare.

It is especially desired that all pupils who go home for the holidays return promptly on the day named. If there is as much delay as there has been in some years, the holiday recess may be abolished.

When children are kept at home this way, it breaks up the work of the school and the children lose ground which they never make up.

WESTON JENKINS,  
Principal.

THE following article, which we copy from the *Missouri Record* of December 1st. inst., gives a very clear, and as we are assured on the best authority, an entirely accurate statement of the objects and methods of the Volta Bureau and of its relations toward other organizations of whatever kind whose work touches the deaf at any point.

The *Record* made the statement a few weeks ago that Dr. Gillett was President and a director of the Volta Bureau. We have since been informed that he happens to be neither, and is not connected with the Volta Bureau in any capacity, as it is not any way connected with the American Association to Promote the Teaching of Speech to the Deaf. The two are absolutely separate and independent. The object of the Association of which Dr. Gillett is the President is clearly indicated by its name, while the Volta Bureau is an international insti-

tution for the increase and diffusion of knowledge relating to the deaf. The Hon. John Hitz is superintendent of the Volta Bureau and directs its work, which is devoted to scientific researches and to publishing the work of representative minds representing every phase of thought, belief and practice relating to the art of educating the deaf throughout the world. And while both derive their endowments from Dr. Alexander Graham Bell, it will be seen their missions are entirely different.—*Missouri Record*.

It is said that the nations which are successful in war are always imitated by other nations in dress, manners and tastes.

Thus in the sixteenth century when Spain was the great military power of Europe, "Hispaniolizing" was the fashion in England—men wore Spanish clothes, swore Spanish oaths, trimmed their beards to the Spanish cut and aped the bearing of the Castilian grandee.

The absolute dominion which France held for so long in the realm of fashion was probably due in no small measure to the superior genius of the French in war, as well as to their ingenuity and taste. Beer and long pipes and spiked helmets have overrun the world only since Sedan.

If this principle is to hold, the recent events which have shown Japan as a modern power of the first class, likely to dominate or at least to influence mightily the course of affairs in the far Pacific, ought to have marked effects in the world of fashion.

Possibly a rich chocolate may become the fashionable thing in complexions, the Juno-like woman will be neglected for the dainty little "musmee" of four feet eight, and the lover will compare his mistress's eye to an almond (a burnt almond at that) rather than to a sapphire.

We don't think our American girls could add to their charms by borrowing from the features of the Japanese, or of any other people, nor do we think that our men need to learn patriotism, courage or enterprise from any foreign source.

But we confess that, in many respects, we think, our people might be "Japonicized" to their very great advantage.

According to the testimony of all travellers in Japan, the discipline of the family, of the school, of domestic service and of every relation between superiors and inferiors is characterized by gentleness on the one side, by respect and prompt obedience on the other.

Courtesy and polish of manner belong to all ranks and are used in all the intercourse of life.

Like the ancient Greeks, the Japanese have that perfect taste which not only inspires the creation of artistic works of beauty, but also governs the conduct and restrains from excess in any direction.

In exquisite cleanliness the Dutch

alone of European people rival the Japanese, and the same is true of the love of flowers. Every body who owns that gentle passion feels like taking off his hat at the mere mention of the name of Japan—the home of the chrysanthemum, of the loveliest species of lily, of the noblest iris, of the camellia, the weigela and of so many beautiful herbs and shrubs. If in all these directions we should set up the Japanese as models, would not the average American standard of taste, of manners and of morals be sensibly raised?

ONE of the most notable events of last month was the placing of a "marker" on the grave of Lafayette, in honor of his services in our war for independence, by Capt. Nathan Appleton of Boston, representing the Society of the Sons of the American Revolution.

The feeling of pride in the lives and deeds of honorable ancestors and the desire to render to their memory the honors they have deserved are highly commendable. Like all other creditable feelings, this reverence for ancestors has its base counterfeit in a feeling which often leads the descendants of some Revolutionary general or Colonial governor (himself perhaps a person who, if resurrected, would hardly impress us as so much of a demi-god after all) to esteem themselves as made of quite finer clay than others from whom they certainly are not distinguished by greater force, finer brain or better manners.

This phase of conceit is forcibly hit off in the nomenclature of the breezy West by the term "daddyism," and a set in which it is prevalent is happily compared to a field of potatoes—all the good in it being underground.

Or, if our readers insist on having the thing characterized in literary language, Lowell has put it in a nutshell:

"A mountain stream that ends in mud  
Methinks is melancholy."

Very different is the genuine pride in ancestry which elevates the intellect to greater exertion in noble pursuits. This lofty pride it is that gave origin to the saying: *Noblesse oblige*. In the light of this ennobling sentiment the renown of one's ancestors appears like the talent entrusted to the servant in the parable, to be presented to the lord on his return, with usury. It is not a small thing that one's ancestors for generations back have been brave, honest, intelligent, clean and sound in mind and body. It is in a measure a warrant that the same qualities appearing in one's self are ingrained and are not merely the result of favorable external conditions. It makes it probable that one's descendants will show the same qualities, just as a thoroughbred horse will stamp his swiftness and spirit on his progeny, while the cold blooded sire, equally

swift and courageous, may have descendants fit only for the plough. The patriotic societies of which the Sons of the American Revolution is representative illustrate this genuine pride in ancestry at its best. Descended from

"Fathers that, like so many Alexanders,  
Have in these parts from morn to even  
fought,"

many of their members have, like Captain Appleton, reproduced on the battle fields of our Civil War the heroism of their ancestors.

One very worthy end which they have proposed to themselves is the marking, by suitable memorials, of places identified with incidents in Revolutionary or Colonial history.

Here in Trenton is a field for such work. There should be engraved tablets on the old barrack building in Front Street, and at other points in the city where the important events of December, 1776, and January, 1777, occurred.

It is by thus linking the past to the present that we may hope to secure the future.

### DR. HOLMES' LAST POEM.

Read Before the National Educational Association.

Teacher of teachers! Yours the task,  
Noblest that noble minds can ask.  
High up Ionia's marmorous mount,  
To watch, to guard the sacred fount  
That feeds the stream below;  
To guide the hurrying flood that fills  
A thousand silvery rippling rills,  
In ever-widening flow.

Rich is the harvest from the fields,  
That bounteous Nature kindly yields,  
But fairer growths enrich the soil,  
Plowed deep by thoughts and wearied toil,  
In learning's broad domain.  
And where the leaves, the flowers, the  
fruits,

Without your watering at the roots,  
To fill each branching plain?

Welcome! the author's firmest friends.  
Your voice, the surest God-speed lends.  
Of you the growing mind demands,  
The patient care, the guiding hands,  
Through all the mists of morn.  
You knowing well the future's need,  
Your prescient wisdom sows the seed,  
To fire the years unborn.

The parent of a boy who was addicted to absenting himself from school frequently—it matters not whether he lived in this city or elsewhere—became tired of writing excuses continually, and therefore composed the following "blanket" excuse and sent it to the teacher: "Please excuse Johnny for absence yesterday, tomorrow, the day after to-morrow and on any and every future occasion for the rest of his natural life, for the following good and sufficient reasons: Cold, cough, sore throat, rheumatism, toothache, earache, corns, chilblains, broken arm, ditto leg, gout, dyspepsia, epilepsy, catarrh, general debility, neuralgia, liver complaint, consumption, cancer, erysipelas, or any of them jointly or severally, as may be considered necessary or advisable in accordance with the requirements of educational discipline. Very respectfully, ————."—*Ex.*



## RAISING "OLD GLORY."

Exercises at The Raising of the Flag at The New Jersey School for Deaf-Mutes—Musical and Military Honors—Address by Weston Jenkins, Principal.

TUESDAY the 11th of the present month was a great day for the New Jersey School for Deaf-Mutes. The new flag-staff ordered by the Board had been set up and put in condition, a suitable flag had been provided, and it was thought proper to mark by some special exercises the ceremony of hoisting the United States colors for the first time on this flag-staff. Accordingly, a program was prepared for the afternoon of December 11th (it will be found in another column), and the State Board of Education and other prominent citizens were invited to attend. The military authorities of the State, on application, very kindly assisted by lending arms, ammunition, C. & G. equipage and every thing needed for the occasion. The gun detachment of the 7th Reg't N. G. S. N. J. offered their services, and thus military and musical honors were provided and were rendered to the flag in the highest style of the art.

Mrs. Myers, our matron, had prepared lunch for the guests in a style which none of our caterers could excel. At half-past two the programme was begun and by three o'clock the indoor part was finished. The guests and the pupils then went out in the open air near the flag-staff, where, under the direction of Major Oliphant, the flag was hoisted in a ball to the mast-head. At a signal, Miss Ruth Jenkins, daughter of the Principal, pulled the halliard and the beautiful folds of "Old Glory" gracefully unrolled themselves to the air. Mr. Gustav Winkler, the cornetist of the 7th Regiment Band, rendered "The Star-Spangled Banner" in beautiful style and as the last note died away Captain Whitehead's voice rang out in sharp, quick orders, the artillerymen sprang to the work and their howitzer rapidly counted out twenty-one loud reports—the national salute. The cornet again rolled out its silvery notes, this time in the proud strain, "Our Flag is there, our flag is there! We'll greet it with three loud huzzas."

At the conclusion of the exercises the guests were invited to the dining-room, where an excellent lunch had been prepared under the direction of the Matron, which was highly appreciated. Of our Board, President Hayes and Messrs. Woodward, Barricklo, Seymour and Owens were present, and all gave gratifying expression to their satisfaction.

The rooms were tastefully decorated with flags, sabres, muskets, etc., loaned by the Quartermaster General's department.

Miss Hattersley's delivery of the Star-Spangled Banner was a revela-

tion of what force and beauty there may be in signs when rendered by a beautiful and graceful woman, full of intelligence and on fire with enthusiasm.

The oral recitations were given clearly and well. Master Matzart's work was the more creditable, as he was called on almost without any preparation. Lena Schaublein's little speech was very taking, especially as she is such a little girl.

Thanks are due to Maj. Gen. Plume and Col. Skirm for permission given for the parade and salute of the artillery detachment; to Gen. Donnelly, Q. M. G., and to Capt. Snowden in charge at the Arsenal, for supplies lent; to Capt. Richard R. Whitehead, commanding Gun Detachment, 7th Reg't and to his men, for their valuable services; to Major A. C. Oliphant, for assistance and instruction in arranging various details, and to Mr. G. Winkler who discoursed sweet and stirring music on the cornet.

Our Matron, Steward and the teachers and officers generally did each his or her part well in making the affair a success.

The address by Principal Jenkins, with which the exercises of the day were opened, is given below:

*Ladies and Gentlemen:*—The State Board of Education, the governing body of this institution, has, acting through its Committee on Grounds and Buildings, just finished the erection of the stately and beautiful flag-staff which must have drawn your attention as you entered these grounds. This flag-staff or, to use a more familiar and endearing even of a less technical term, this liberty pole of ours, is in itself a somewhat notable affair. It stands 145 feet in height from the ground to the truck. Of the two spars which compose it, the main one is a stick of Oregon pine 95 feet long and 64 inches in girth at the ground. It is not only an unusually long but a remarkably perfect stick—as straight as a plumb-line, sound and smooth, free from knots or any imperfection throughout its whole length and tapering in exquisite proportion. I am assured by the firm from whom it was purchased that it is the largest and one of the finest of all the spars ever turned out from their large yards. The topmast is 65 feet long and is a sound and well seasoned piece of timber. The pole is surmounted by an arrow-shaped vane, of copper gilded, six feet long. The flag which will float from this flag-staff is 20 by 30 feet, and is in size and quality identical with those furnished to the United States Government under the name of "garrison flag."

While we are proud in the possession of such an addition to our school property, we do not, by any means, fall into the error of supposing that patriotism can be measured off by the linear foot, or estimated in terms of dollars and cents. We do not claim for ourselves five times the amount of this virtue which belongs to an institution whose flag-staff is only 29 feet high. At the same time, we believe that an "inward and spiritual grace," like patriotism and religion, should be given suitable expression in "outward and visible signs" as beautiful and imposing as possible. These external objects react upon and promote the development of the emotions, the beliefs, the principles, which have called them into existence. Thus it is that we hope to draw from this flag inspiration, not only for our pupils, but for the youth of this city, towards every thing in character and conduct for which that flag stands.

Believing, as we do, that true Americanism furnishes a standard of character than which there is none higher, it shall be our aim to build up in ourselves and in those under our care those qualities of American manhood and womanhood to the highest point which we can reach. We shall teach that this flag has been illustrated not only by heroic courage in the hour of battle, and by patient endurance of the hardships of the campaign, but by truthfulness, gentleness, generosity, courtesy and fidelity in every walk of life.

Most of us can show our patriotism only or chiefly in the faithful performance of a round of humble duties, by cheerful obedience to lawful authority; by exercising the right of suffrage in a spirit of devotion to the interest of the state. But it is by the performance of these simple duties in the right spirit that we may forge the steel of a character which. tried

"On War's red touchstone, rings true metal."

And if, unhappily, the time shall come when our country shall again be forced to call on her sons for service at peril of life and limb, our citizens, we well may trust, will not prove wanting.

And when their valor shall have carried the flag to victory they still will be ready to say, as some in this audience have earned the right to say;

"What were our lives without thee?  
What, all our lives to save thee?  
We reck not what we gave thee,  
We will not dare to doubt thee:  
But ask whatever else, and we will dare."

## DECEMBER.

That time of year thou may'st in me behold  
When yellow leaves, or none, or few, do hang  
Upon those boughs which shake against the cold,  
Bare ruin'd choirs, where late the sweet birds sang.

—Shakespeare.

## LOCALS.

—Vitrified brick pavement is coming quite largely into use in this city. It makes a delightfully smooth road for driving and for bicycles and is, besides, very durable.

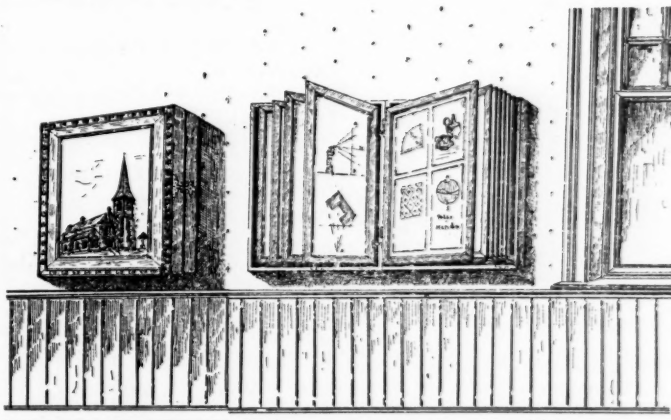
—Diphtheria and scarlet fever are still quite prevalent in Trenton. We notice in the papers that many cities in different parts of the country are afflicted with epidemics of these diseases.

—The Trenton Passenger Railway Company seems to profit by the criticism of the SILENT WORKER. The system of transfers remarked upon in our last issue has been changed so as to be convenient to the patrons of the road.

—By some strange mistake in the printing of the sporting article in our last issue, the types made us say "elk" where our correspondent wrote "moose." W. T. J. calls us to account for the error, reminding us that for elk shooting one must go to the Rocky Mountains, and as he is a keen sportsman and has shot about everything from a bear to a Jersey mosquito, we accept the correction and apologize.

—The State House in this city is being beautified both inside and outside. The dome has lately been gilded and is a conspicuous and beautiful object, from all parts of the city. A large gang of workmen are busy in the interior but we can tell better what their work is after the scaffolding is taken down. J. B. Woodward, Esq., of the State Board of Education, is one of the members of the Commission who have this work in charge. If his ideas are carried out, we may be sure that every thing will be in good taste.

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## THE SCHOOL-ROOM

Conducted by R.B. Lloyd, A.B.

HERE is a great deal of theory being advanced now - a - days concerning the education of the deaf. There seems to be a gathering of theory in the head and not enough practical work. Theory is a good thing, but it would be better if some of the theorists would knuckle down to hard work in the school-room and see how their theories work; how much they transcend the success of others who theorize less publicly and work more. The men who have grown gray in the profession used to have lots of theories when they were young. They don't have so many now. But it is all right. We must have theories. Sometimes they instruct us; some times they entertain us.

R. B. L.

### Questions and Answers.

#### I.

1. Whose book have you?  
I have John's book.
2. Who has your book?  
Mary has it.
3. How many pages has it?  
It has 112 pages.
4. What book is it?  
It is Sweet's Second Book.
5. Who wrote it?  
Caroline C. Sweet wrote it.
6. Is it illustrated?  
Yes; it is illustrated.
7. How large is it?  
It is about six inches long and four inches wide.
8. Is it soiled?  
Yes; it is soiled.
9. Is it torn?  
No; it is not torn.
10. How did you come by it?  
You gave it to me.
11. Can you understand it?  
Yes; I can understand it.

#### II.

1. What newspaper is this?  
It is the N. Y. Weekly Post.
2. What is the subscription price?  
It is \$1 a year.
3. Where is it published?  
It is published in New York City.
4. What are its politics?  
It is independent.
5. What issue is it?  
It is the issue for Dec. 5, 1894.
6. Is it illustrated?  
No; it is not illustrated.
7. Does it contain advertisements?  
Yes; but not many.
8. How many pages has it?  
It has twelve pages.
9. Write a subscription letter.

#### III.

519 HUDSON ST., TRENTON, N. J.  
Dec. 3, 1894.

To the Publishers of the Evening Post:  
GENTLEMEN:—Please find enclosed one dollar for one year's subscription to the Weekly Post, and oblige.

Yours truly,  
MARVIN JONES.

#### IV.

1. What kind of shoes do you wear?

2. What kind of pie do you like best?
3. What kind of watch have I?
4. What kind of hat do you wear in summer?
5. What kind of pencil do you write with?
6. What kind of meat do you have for dinner?
7. What kind of weather is it?
8. What kind of dog do you like best?

### Directions.

(Note:—Direction having been given and performed, the class may describe what was done; as John asked Mary where she lived and Mary said she lived in Jersey City.)

#### I.

1. Ask Mary where she lives.
2. Ask Annie if she is sick.
3. Ask John to give you a crayon.
4. Ask Ruth to lend you her lead-pencil.
5. Ask Maggie for the sponge.
6. Ask Walter if he can skate.
7. Ask Sarah to put the bottle in the closet.

#### II.

1. Tell John to fold his arms.
2. Tell Walter to shake hands with you.
3. Tell Mary to put the bottle on the window-sill.
4. Tell Ruth not to talk.
5. Tell Annie not to put her lead-pencil in her mouth.

#### III.

1. Tell William to stand up.
2. Ask John to let you go out.
3. Tell James you have received a letter.
4. Ask May if she likes to skip the rope.
5. Ask Mabel if she is going home this month?
6. Tell Mary you have a headache.

### For Young Children.

#### I.

1. "I am glad to see you," said Mary to James. = Mary told James she was glad to see him.
2. "It is snowing," said John. =?
3. "May I go out," said a pupil to his teacher. =?
4. "Where is my slate," asked John. =?
5. Mary said, "I have never seen a mole." =?
6. John said to his father, "Why don't you come and visit our school?" =?

#### II.

1. Rachel said she was sorry I was sick. = "I am sorry you are sick," said Rachel.
2. Mr. Jenkins told the girls not to go out of doors without their hats. =?
3. Ruth said she was thirsty and wanted a drink. =?
4. John asked me for a slate-pencil. =?
5. Walter said he could play dominoes. =?
6. Louis told me that he had lost his book. =?

### III.

(For Older Pupils.)

1. "I only regret that I have but one life to lose for my country," said Nathan Hale. =?
2. "Don't fire till you see the whites of their eyes," said Colonel Prescott to the patriots at the battle of Bunker Hill. =?
3. "We have met the enemy and they are ours," said Commodore Perry. =?
4. She said I might give my book to any one. =?
5. Christ bade the sick man arise. =?
6. The Bible forbids us to bear false witness. =?
7. Mr. Jenkins sent for the carriage; what did the boy say to the stableman?

### Compositions.

#### I.

It is an elephant. It has a trunk. It has two tusks in its mouth. It has big ears. It has two eyes. It has four feet. It has a short tail. It is very big. It is very strong. It is mouse-colored. It can walk. It eats hay and grass and leaves. It drinks water. A man can ride on its back. It lives in Africa and Asia. It can sit on a chair. It is smart. Its tusks are sharp. It can pick up a pin. It can toss a man. It is heavy.

#### II.

### NEW JERSEY SCHOOL FOR DEAF-MUTES.

The school is situated on the corner of Hamilton avenue and Division street and it is bounded on the north by Hamilton avenue; on the east by Division street; on the south by Kent street, and on the west by Chestnut street. The ground is about 800 feet long and 400 feet wide. It contains 8 acres.

The buildings are covered with stucco. The school-rooms, chapel, office, printing office and reception room are on the first floor.

The bed-rooms and sick-rooms are on the second floor.

The house is lighted by gas and heated by steam. The stable is on the corner of Kent street and Division street. It is situated in the southeast corner of the lot.

The laundry-building is south of the main building. The shoe-shop and carpenter shop are in the laundry-building.

### Arithmetic.

I built a house for \$5250. I paid 44 percent cash and gave a mortgage for the balance. What was the amount of the mortgage? What is the difference between a mortgage and a promissory note?

$$\$5250 \times .44 = \$2310.00; \text{ paid.}$$

$$\$5250 - \$2310.00 = \$2940.00, \text{ bal.}$$

The amount of the mortgage was \$2940.00.

In the note I promise to return the money. In the mortgage I say that the man can sell the house if I do not pay him \$2940.

A dealer sold a piano for Mr. Jones for \$425. How much did Mr. Jones receive if he paid the dealer  $7\frac{1}{2}$  percent for selling?

$$\$425 \times 7\frac{1}{2}\% = \$31.87\frac{1}{2} \text{ for selling.}$$

$$\$425 - \$31.87\frac{1}{2} = 393.12\frac{1}{2}; \text{ he receives.}$$

### Geography.

#### THE UNITED STATES.

1. Position in continent.
2. Latitude and longitude.
3. Boundaries.
4. Extent and area in round numbers.
5. Mountain systems and their position.
6. Trend and principal peaks.
7. Principal rivers and their outlets.
8. Navigability.
9. Climate.
10. Vegetable productions.
11. Minerals.
12. Number of States.
13. Largest and smallest.
14. Most populous States.
15. Four chief cities.
16. Seaports.
17. Population.
18. Races.
19. Religion.
20. Occupations.
21. Commerce.
22. Government.

The United States is in the central part of North America. It is mostly between the 27th and 49th parallels of north latitude and between the 72nd and 123rd meridians of longitude west from Greenwich. It is bounded on the north by Canada; on the east by the Pacific Ocean; on the south by Mexico and the Gulf of Mexico, and on the west by the Pacific Ocean. It extends about 1300 miles from Canada to the Gulf of Mexico and 2500 miles from the Pacific Ocean to the Atlantic Ocean and the area in round numbers is about 3,500,000 square miles. It has two great mountain systems,—the Rocky Mountains and the Appalachians. The former run north and south and the latter run northeast and southwest. The principal peaks of the Rockies are Uncompahgre Peak and Mount Howard; of the Appalachians, Mt. Mitchell and Mt. Washington. It has many great rivers. The greatest river is the Mississippi River. It is said that it is the longest river in the world. Nearly all the rivers are navigable. In the north it is often very warm in summer and very cold in winter; and in the south, in summer, it is moderately warm, in winter it is not very cold. The farm productions in the northern and central parts are wheat, corn, rye, barley, potatoes, tomatoes, beets, fruits and other kinds of vegetables. In the south they raise corn, sugar-cane, cotton, tobacco, rice, etc. There are forty-four States and four territories. Texas is the largest state and Rhode Island is the smallest. New York is the most populous state. The chief cities are New York, Chicago, Philadelphia and Brooklyn. The most important sea ports are New York, Philadelphia, Boston, New Orleans, and San Francisco. It has more than sixty-five million people, composed of whites, blacks and Indians. Most of them are Christians. They are engaged in nearly all kinds of occupations. The commerce is great and ships leave its seaports for all parts of the world. The people vote for a president every four years and it has a national Congress which consists of a Senate and a House of Representatives.



**Outline of Work for Elementary Science.**

(Continued from last month.)

**MARCH.****I. Zoology.****A. BIRDS.**

1. Look for the return of the birds.
2. The dangers that threaten the first comers.
3. Their food.
4. Observe the nest-building.

**B. INSECTS.**

1. The kinds of insects to be found.
2. Study their habits and where they live.
3. Examine some cocoons which were spun last fall.

**II. Botany.****A. A study of leaves.**

1. The parts—stem, blade and stipules.
2. Each part described.
3. The blade. Observe color, shape, size, the number of principal veins, the kind of venation, the shape of the base, the apex, character of the apex, the character of the surface and the margin.

**B. Select a tree and make daily observations and records.****C. Study the evergreen trees.**

1. The tree as a whole. The symmetry, the branching, the shape, the character of the trunk, the wood, cone and seed. Study a twig showing the leaf arrangement.

**D. The development of the bud.**

1. Collect horse-chestnut twigs, place in water and keep warm.
2. Observe the bud before opening and as it opens.

**III. Natural History Calendar.**

Have the pupil record the first appearance of any flower and insect, giving, by whom found, where and when found.

**APRIL.****A. BIRDS.**

1. Observe their movements.
2. The flight and songs.
3. Whether both male and female sing.

**B. INSECTS.**

1. Make a collection, classifying according to previous study of types.
2. Procure frog's eggs, keep in a jar of water. Observe the hatching of the tadpole and development into frog.

**II. Botany.****A. Germination.**

1. Place seeds (collected in the fall) in tumblers, containing moist cotton, placing the seeds between the cotton and the sides of the glass. Make the conditions different for different seeds; some in dry cotton, some in the dark, in sunlight, in cold and some in heat.  
Note necessary conditions for growth. Make daily observations and records of growth.
2. Study the dry seed, appendages and embryo.

**MAY.****I. Zoology.****A. BIRDS.**

1. Examine birds' nests; those in trees, on the ground, in sheltered places, in exposed places.

2. Observe devices for concealment.
3. Note the time when the female begins to sit; also when the young birds appear.

**II. Botany.****A. Adaptation of the plant to its environment.**

2. Study flowers.
  - (a) In relation to function.
  - (b) The inflorescence.
  - (c) Description and use of parts.
3. Develop idea of classification.
  - (a) Dicotyledonous.

Div. I. The calyx and corolla both present, the latter of separate petals; as, Hepatica, Buttercup, Anemone.

Div. II. The calyx and corolla both present, the latter with its petals more or less united; as, the Pea, Huckleberry.

Div. III. The corolla, (and sometimes calyx), wanting; as Catkins of Willow and Alder.

**(b) Monocotyledonous.**

Div. I. Flowers collected on a fleshy axis, destitute of calyx and corolla, and also without husky scales. Leaves some times with netted veins; as, Skunk Cabbage, Golden Club,

Div. II. Flowers not on a fleshy axis, with either calyx or both calyx and corolla—the calyx sometimes petal-like; Lady Slipper, Orchids.

Div. III. Flowers destitute of calyx and corolla, except sometimes small scales or bristles, but covered with scale-like bracts or glume; as, Grasses, Wheat.

(c) Flowerless plants; as Ferns, Mosses.

NOTE.—Flowers for study should be selected in accordance with above outline, leading the child to classify.

**JUNE.****I. Zoology.****A. BIRDS.**

1. The young, how fed, how taught to fly.

**B. Study insects in relation to plants****II. Botany.**

1. Continue the study of flowers.
2. Transpiration.
3. Place a piece of card-board over a tumbler of water. Through a hole in the card-board put the stem of a leaf or plant so that stem or roots are in the water; place over this another tumbler and place in sun. Observe moisture collects on glass. Place in shade. Moisture does not collect.
4. Interbreeding.

1. Adaptation of the parts,
2. By means of insects.
3. Wind fertilization.

REF. Harper's Monthly—March, 1894

4. Make a collection of flowers.

Classify according to outline given.

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## FOREIGN DEPARTMENT

Conducted by Thos. S. McAloney.

WE are very glad to be able to present our readers with the portraits of a few of the missionaries to the deaf in Great Britain. Too much praise cannot be bestowed upon this honorable and hard-work-

REV. EDWARD ROWLAND.  
(Glamorgan.)

ing body of men for their devotedness to the good work in which they are engaged.

Very few men are specially adapted to become missionaries to the deaf. They should be men who have a large and varied experience of the world, possessed of sound judgment and a sympathetic nature, firm and decided in all their actions and thorough Christians.

We hope to be able to give additional portraits of the British missionaries to the deaf, very soon. We are sorry space does not permit us to print a short character sketch of each individual missionary.

The following list contains the names of the principal missionaries to the deaf in the British Isles together with the mission over which they have charge:

MISSIONARY.	NAME OF MISSION.
Nest Abraham Joseph Barnes, asst.	Bolton, Bury, Rochdale and Dist. Adult D. & D. Society.
Archibald Welsh.	Ashton, Stalybridge and District Deaf and Dumb Society.
W. A. Griffiths.	Birmingham Adult Deaf and Dumb Mission.
James Muir Joseph B. Foster	North and East Lancashire Deaf and Dumb Society.
James W. Dawson.	Bradford Adult Deaf and Dumb Inst.
Edward Thomas.	Christian Mission to the Bristol Adult Deaf and Dumb.
W. R. Roe, Supt. A. M. Cuttle, (Asst.)	Derby Adult Deaf and Dumb Mission.
Arthur W. Walker.	Adult Deaf & Dumb Institute for Dewsbury and Batley.
John Smith	Halifax Association in Aid of the Adult Deaf and Dumb.
Dr. David Buxton J. B. Jones, (L. R.)	Manchester Adult D. & D. Institute.

W. W. Adamson.  
W. Colston.

Mr. Geo. Beale.

Geo. F. Healey.  
Robert Armour.

Henry Lund.

John W. Pound.

Rev. W. Stainer.  
Rev. F. W. G. Gilby.  
William Raper.  
J. P. Gloyne.  
Geo. Andrews.  
C. A. G. Spence.

Henry Herriot.

Rev. W. B. Sleight.

Dr. David Buxton.  
J. B. Jones (L. R.)

{ Northumberland &amp; Durham Mission to the Adult Deaf.

{ North Staffordshire Society for Promoting the Spiritual and Temporal Welfare of the D. &amp; D.

{ Liverpool Adult D. &amp; D. Benevolent Society.

{ Keighley Mission to the D. &amp; D.

{ Leicester County Ass'n in Aid of the Adult Deaf &amp; D.

{ Royal Association in Aid of the Deaf and Dumb, London.

{ Manchester and Salford Adult D. &amp; D. Benevolent Ass'n.

{ Northampton Adult D. &amp; D. Society.

{ Manchester Adult D. &amp; D. Institute.



DR. DAVID BUXTON. (Manchester.)

W. W. Adams (hon.)  
W. Colston.

H. Blount.

Archibald Welsh.

Geo. Stevenson.

A. H. Clarke.

C. G. Armstrong.

Rev. Canon Owen,  
Rev. R. A. Pierce.

Apgar Russell.

## IRELAND.

{ Francis Maginn.  
W. Eccles Harris.{ Missions to Adult D. & D. of Ireland.  
Dublin Protestant D. & D. Association.

## WALES.

{ C. R. Cunliffe.  
Rev. Ed. Rowland.{ Glamorgan & Monmouthshire Missions to Adult Deaf and Dumb.  
Glamorgan Deaf & Dumb Mission.

## SCOTLAND.

Rev. W. J. Hansell.

R. W. Dodds.

John Henderson.

Robert Semple.

J. Vass.

James Paul.

{ Edinburgh D. &amp; D.

{ Benevolent Society

{ Glasgow Mission to the Adult D. &amp; D.

{ Greenock D. &amp; D.

{ Christian Ass'n.

{ Ayrshire Mission to the Deaf &amp; Dumb.

The Quarterly Review of Deaf-Mute Education, published at London, gives in its issue of July, 1894, a full historical account of the Institution at Brighton.

This school was founded in 1840, and as was the case until recently with all such schools in Great Britain, depended entirely on voluntary contributions for support.

The first Master of the school, or Principal as we should say, was himself a deaf-mute—Mr. Matthew Q. Burns. The next year he was succeeded by Mr. Master, who held the place until 1852 when he resigned to enter on the practice of medicine.

He was succeeded by Mr. Clyne who remained until 1862, when Mr. Robert J. Jackson was appointed to the place. He resigned in 1873 and was succeeded by Mr. W. Barnes Smith who is still in the position.

The efforts at industrial training seem to have been limited to the teaching of straw-plaiting to some of the girls, and the success reached was not enough to encourage further efforts in this direction.

The plan of receiving children as day-pupils also was tried but did not succeed

well. How different the climate of the south of England is from our own may be inferred from this paragraph:

"The former method of heating the rooms by means of gas-stoves having been found inadequate, the Committee, after much anxious thought, decided a few years ago to adopt 'Grundy's' system of warming the whole building with warm air from a central furnace in the basement."

Fancy any body in such a climate as ours giving "much anxious thought" to the question whether some other source of heat than gas-stoves were necessary, in an institution building.

An equally great difference in the social climate, so to speak, is indicated by the arrangements made, when the school was founded, for the admission of pupils. "Terms for the indigent deaf and blind £10, for the middle classes, £20, and the children of parents in the higher walks of life £50 per annum."

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The work of the school, judged by results, seems to have been excellent, its graduates turning out for the most part to be respectable, self-supporting steady men and women.

Twenty seven marriages had taken



REV. M. HEWSON, (Dublin).

place among former pupils of the school, and in all these families there was not a single deaf child.

The present number of pupils is fifty and the condition and prospects of the school are gratifying.





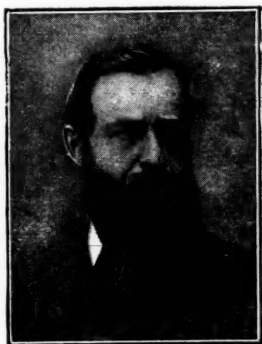
THE REV. W. B. SLEIGHT, M.A.



JOHN HENDERSON. (Glasgow.)



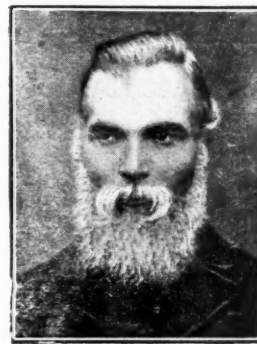
REV. W. STAINER. (London.)



GEORGE HESLEY. (Liverpool.)



JAMES PAUL. (Kilmarnock.)



ROBERT ARMOUR. (Liverpool.)

## FAIR AND FIFTEEN.

She is the east just ready for the sun  
Upon a cloudless morning; Oh, her cheek  
Hath caught the trick of that first, delicate  
struck  
Which says earth's lightward footsteps  
have begun!

And still her brow is like some Arctic  
height  
Which never knows the full, hot flush of  
noon;  
She wears the seal of May and not of June;  
She is the new day, furthest off from night!

Luring in promise of all daintiest sweetness;  
A bud with crimson rifts through its  
green;  
The large, clear eyes, so shy their lids  
between,  
Give hints of this dear wonder's near  
completeness.

For, when the bud is fair and full, like this,  
We know that there will be a queen of  
roses,  
Before her cloister's emerald gate un-  
closes,  
And her true knight unlocks her with a  
kiss!

And gazing on the young moon, fashioned  
slightly,  
A silver cipher inlaid on the blue,  
For all that she is strange and slim and  
new,  
We know that she will grow in glory  
nightly.

And dear to loving eyes as that first look  
The watcher getteth of the far, white sail,  
This new light on her face; she doth  
prevail  
Upon us like a rare unopened book!

—Howard Glyndon, in *Atlantic Monthly*  
of July, 1874.



REV. CANON OWEN, M.A.

## CHRISTMAS.

The earth has grown old with its burden of  
care,

But at Christmas it always is young,  
The heart of the jewel burns lustrous and  
fair,

And its soul-ful of music breaks forth on  
the air,

When the song of the angels is sung.

It is coming, old Earth, it is coming  
to-night!

On the snow-flakes which cover thy sod  
The feet of the Christ-child fall gentle  
and white,

And the voice of the Christ-child tells out  
with delight

That mankind are the children of God.  
On the sad and the lonely, the wretched  
and poor

That voice of the Christ-child shall fall;  
And to every blind wanderer opens the  
door

Of a hope which he dared not to dream of  
before,

With a sunshine of welcome for all.

The feet of the humblest may walk in  
the field,

Where the feet of the Holiest have trod;  
This, this is the marvel to mortals revealed

When the silvery trumpets of Christmas  
have pealed

That mankind are the Children of God.

—Phillips Brooks.

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